

# New York State District Report Card Comprehensive Information Report

BEDS Code: 45-01-01-06-0000  
 Name: Albion Central School District  
 Superintendent: Ada Grabowski

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	80	81	78
Kindergarten	198	167	189
First	197	199	163
Second	207	196	185
Third	229	199	188
Fourth	214	230	191
Fifth	202	215	237
Sixth	243	208	209
Ungraded Elementary	0	0	24
Seventh	223	260	197
Eighth	201	204	263
Ninth	249	228	220
Tenth	186	206	191
Eleventh	188	190	204
Twelfth	173	181	184
Ungraded Secondary	0	0	21
Total K-12 Enrollment	2710	2683	2666

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	57	2.1%	59	2.2%	58	2.2%
Black (Not Hispanic)	203	7.5%	213	7.9%	223	8.4%
Hispanic	144	5.3%	145	5.4%	157	5.9%
White (Not Hispanic)	2306	85.1%	2266	84.5%	2228	83.6%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	21	24
Common Branch	22	22	21
English Grade 8	14	20	24
Mathematics Grade 8	20	20	26
Science Grade 8	20	20	26
Social Studies Grade 8	20	20	26
English Grade 10	17	9	16
Mathematics Grade 10	17	20	21
Science Grade 10	0	0	23
Social Studies Grade 10	20	22	21

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Student Demographics Used To Determine Similar Schools Group**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	46	1.7%	61	2.2%	122	4.5%
<b>Eligible for Free Lunch</b>	672	24.8%	554	20.7%	595	22.3%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.1%		94.3%		94.5%
<b>Student Suspensions</b>	182	6.6%	152	5.6%	109	4.1%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.6%	8.4%	14.3%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	192
Total Other Professional Staff	35
Total Paraprofessionals	40
Teaching Out of Certification*	2

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	140	80	57%	136	100	74%	153	121	79%
Students with Disabilities	12	3	25%	9	3	33%	16	3	19%
All Students	152	83	55%	145	103	71%	169	124	73%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	63	65	2	8	13	18
Percent	37%	38%	1%	5%	8%	11%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
16	3	8	24

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	23		21		13	1.9%
	Entered GED Program*	11		4		2	0.3%
	Total Noncompleters	34		25		15	2.2%
Students with Disabilities	Dropped Out	8		10		6	4.7%
	Entered GED Program*	2		0		0	0.0%
	Total Noncompleters	10		10		6	4.7%
All Students	Dropped Out	31	3.9%	31	3.9%	19	2.3%
	Entered GED Program*	13	1.6%	4	0.5%	2	0.2%
	Total Noncompleters	44	5.5%	35	4.3%	21	2.6%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	49	78%	51	92%	60	83%
Spanish	105	79%	94	82%	114	95%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	10	30%	4	#	2	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	6	100%	1	#
Science	4	#	0	0%	2	#
Reading	3	#	1	#	2	#
Writing	3	#	1	#	1	#
Global Studies	2	#	5	80%	0	0%
U.S. Hist & Gov't	1	#	4	#	4	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	78%	42	76%	38	55%
Science	5	100%	7	57%	32	72%
Reading	4	#	9	44%	21	57%
Writing	5	80%	16	75%	20	70%
Global Studies	4	#	21	67%	10	90%
U.S. Hist & Gov't	6	50%	6	67%	16	69%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	173	200	243	12	14	30
Number Scoring 55-100	156	180	225	8	9	19
Number Scoring 65-100	135	159	210	4	6	14
Number Scoring 85-100	45	65	97	0	1	2
Percentage of Tested Scoring 55-100	90%	90%	93%	67%	64%	63%
Percentage of Tested Scoring 65-100	78%	80%	86%	33%	43%	47%
Percentage of Tested Scoring 85-100	26%	33%	40%	0%	7%	7%
<b>Mathematics A</b>						
Number Tested	195	224	218	13	11	20
Number Scoring 55-100	176	202	214	12	6	17
Number Scoring 65-100	155	182	207	8	5	15
Number Scoring 85-100	69	70	102	2	2	3
Percentage of Tested Scoring 55-100	90%	90%	98%	92%	55%	85%
Percentage of Tested Scoring 65-100	79%	81%	95%	62%	45%	75%
Percentage of Tested Scoring 85-100	35%	31%	47%	15%	18%	15%
<b>Mathematics B</b>						
Number Tested	49	88	101	1	1	2
Number Scoring 55-100	42	82	92	#	#	#
Number Scoring 65-100	38	71	86	#	#	#
Number Scoring 85-100	21	28	41	#	#	#
Percentage of Tested Scoring 55-100	86%	93%	91%	#	#	#
Percentage of Tested Scoring 65-100	78%	81%	85%	#	#	#
Percentage of Tested Scoring 85-100	43%	32%	41%	#	#	#
<b>Global History and Geography</b>						
Number Tested	197	230	226	15	24	20
Number Scoring 55-100	180	192	201	8	10	14
Number Scoring 65-100	163	164	186	6	6	11
Number Scoring 85-100	47	57	76	0	0	3
Percentage of Tested Scoring 55-100	91%	83%	89%	53%	42%	70%
Percentage of Tested Scoring 65-100	83%	71%	82%	40%	25%	55%
Percentage of Tested Scoring 85-100	24%	25%	34%	0%	0%	15%
<b>U.S. History and Government</b>						
Number Tested	207	196	199	15	10	21
Number Scoring 55-100	186	189	180	10	9	11
Number Scoring 65-100	158	181	174	6	8	10
Number Scoring 85-100	62	73	92	0	0	2
Percentage of Tested Scoring 55-100	90%	96%	90%	67%	90%	52%
Percentage of Tested Scoring 65-100	76%	92%	87%	40%	80%	48%
Percentage of Tested Scoring 85-100	30%	37%	46%	0%	0%	10%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	154	143	188	3	12	7
Number Scoring 55-100	153	139	186	#	10	7
Number Scoring 65-100	152	135	182	#	8	6
Number Scoring 85-100	63	42	60	#	2	0
Percentage of Tested Scoring 55-100	99%	97%	99%	#	83%	100%
Percentage of Tested Scoring 65-100	99%	94%	97%	#	67%	86%
Percentage of Tested Scoring 85-100	41%	29%	32%	#	17%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	117	175	150	6	13	18
Number Scoring 55-100	112	162	135	5	8	14
Number Scoring 65-100	104	145	112	4	7	8
Number Scoring 85-100	29	55	39	0	1	2
Percentage of Tested Scoring 55-100	96%	93%	90%	83%	62%	78%
Percentage of Tested Scoring 65-100	89%	83%	75%	67%	54%	44%
Percentage of Tested Scoring 85-100	25%	31%	26%	0%	8%	11%
<b>Physical Setting/Chemistry</b>						
Number Tested	48	70	56	0	0	1
Number Scoring 55-100	41	65	52	0	0	#
Number Scoring 65-100	29	52	37	0	0	#
Number Scoring 85-100	4	12	5	0	0	#
Percentage of Tested Scoring 55-100	85%	93%	93%	0%	0%	#
Percentage of Tested Scoring 65-100	60%	74%	66%	0%	0%	#
Percentage of Tested Scoring 85-100	8%	17%	9%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			39			2
Number Scoring 55-100			36			#
Number Scoring 65-100			34			#
Number Scoring 85-100			13			#
Percentage of Tested Scoring 55-100			92%			#
Percentage of Tested Scoring 65-100			87%			#
Percentage of Tested Scoring 85-100			33%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	63	75	54	0	3	0
Number Scoring 55-100	60	75	54	0	#	0
Number Scoring 65-100	60	68	48	0	#	0
Number Scoring 85-100	37	33	25	0	#	0
Percentage of Tested Scoring 55-100	95%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	95%	91%	89%	0%	#	0%
Percentage of Tested Scoring 85-100	59%	44%	46%	0%	#	0%
<b>Comprehensive Latin</b>						
Number Tested	23	44	25	0	0	0
Number Scoring 55-100	23	44	25	0	0	0
Number Scoring 65-100	23	44	25	0	0	0
Number Scoring 85-100	21	38	20	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	91%	86%	80%	0%	0%	0%

(Form – H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	10	0	0	0	0	0
Number Scoring 55-100	8	0	0	0	0	0
Number Scoring 65-100	6	0	0	0	0	0
Number Scoring 85-100	3	0	0	0	0	0
Percentage of Tested Scoring 55-100	80%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	60%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	30%	0%	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	63	98%	54	96%	153	93%
Students with Disabilities	5	60%	19	58%	23	57%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	217	6%	6%	53%	35%
	Students with Disabilities	20	25%	5%	65%	5%
	All Students	237	7%	5%	54%	33%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	228	4%	47%	44%	4%
	Students with Disabilities	26	12%	85%	4%	0%
	All Students	254	5%	51%	40%	4%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	4	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	5	1	0	0	0	5
<b>Secondary Level</b>						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	0	#	#	#	#

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	166	166	166	26	26	26	192	192	192
Number Scoring 55–64	5	5	5	5	1	3	10	6	8
Number Scoring 65–84	77	72	94	4	7	6	81	79	100
Number Scoring 85–100	74	81	59	1	1	2	75	82	61
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			5			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			11			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			6			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			12			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			1			0
Proficient (37-39)			10			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			12			0
Beginning (0-14)			3			0
Intermediate (15-24)			3			0
Advanced (25-32)			6			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			2			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			10			0
Beginning (0-14)			1			0
Intermediate (15-24)			4			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			4			0
Proficient (37-39)			1			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			4			0
Advanced (25-32)			2			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)